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TEACHER EDUCATION GRADUATES OF 1954--THEIR CAREERS TEN YEARS AFTER GRADUATION.

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TO IDENTIFY FACTORS RELATED TO PERSISTENCE IN TEACHING, THE FOURTH OF A SERIES OF LONGITUDINAL QUESTIONNAIRE STUDIES OF CUNY GRADUATES COMPARED 169 MEN AND WOMEN WHO CONTINUED TO TEACH TO (1) 117 WHO TAUGHT, LEFT, AND RETURNED, AND (2) 338 WHO TAUGHT, THEN LEFT THE PROFESSION. GREATER PERSISTENCE IN TEACHING WAS FOUND AMONG MEN RATHER THAN WOMEN, OLDER RATHER THAN YOUNGER PERSONS, UNMARRIED RATHER THAN MARRIED WOMEN, SECONDARY SCHOOL RATHER THAN ELEMENTARY SCHOOL TEACHERS, THOSE MORE SATISFIED WITH THEIR TEACHING EXPERIENCES, AND AMONG WOMEN WHOSE HUSBANDS EARN LESS THAN $10,000 A YEAR. (PP)

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by

Joseph T. Impellitteri, Ph.D.

May 1965

DIVISION OF TEACHER EDUCATION
Of The
CITY UNIVERSITY OF NEW YORK

A REPORT OF THE OFFICE OF RESEARCH AND EVALUATION

Teacher Education Graduates of 1954:
Their Careers Ten Years After Graduation

by

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Office of Research and Evaluation

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FOREWORD

This report is the latest in a series of studies of the teaching careers of the students who were graduated in 1953-54 from the teacher education programs of the Senior Colleges of The City University of New York. Earlier reports in the series were planned and carried out by Harold E. Mitzel and William Rabinowitz. The study reported here was planned by William Rabinowitz and Joseph T. Impellitteri. Dr. Impellitteri was in charge of the data collection and statistical analysis, and is the author of this report.

A number of staff members in the Office of Research and Evaluation have contributed to the study in various ways. Special thanks are due to Barbara Heller for editorial assistance, and to Genaro Lachica for checking the statistical tables.

Albert J. Harris, Director
Office of Research and Evaluation

CHAPTER I

INTRODUCTION

The inadequate supply of fully-qualified teachers has been one of the major concerns of education in the United States since the conclusion of World War II. The National Education Association's sixteenth annual survey on "Teacher Supply and Demand in Public Schools, 1963," estimated that only 117,000 of the 235,000 teachers needed by September 1963 to fill vacancies and relieve overcrowded classrooms would be available. In their 1964 survey report, the NEA estimated that 130,000 new teachers would enter the profession to fill an estimated 248,000 vacancies in the public schools (3).

Although there has been an increase in the supply of new teachers graduated and entering the profession - from 1963 to 1964 - this has been more than offset by the increasing demand, due in part to: (a) the steady growth in public school enrollments; (b) the number of teachers leaving the profession; and (c) the number of trained people who never enter teaching. The NEA reports that each year only seventy-five percent of the qualified new teachers actually ever enter teaching (3). The New York City public school system shares with other school systems in the country a common need for a staff of fully-qualified teachers who are likely to give long years of service. Each year since 1955 approximately 2,000 new teachers have been graduated from the four New York City municipal colleges: Brooklyn, City, Hunter and Queens. Although an increasing precentage of these qualified teachers have accepted teaching positions in the New York City public school system (1), the demand for new teachers exceeds the supply.

Ten years ago, the Office of Research and Evaluation of the Division of Teacher Education undertook a longitudinal study of a group of teacher-education students at the municipal colleges. This group of about 1800 undergraduate education students was composed of both men and women who were enrolled in student-teaching courses during the academic year

1953-54. The present survey is the fourth in the series (1955, 1957, 1959 and 1964) of follow-ups that make up the longitudinal study.

The original purpose of the study was to investigate the relationship between persistence in teaching as a career and certain hypothesized personality and attitudinal variables (4). The January 1957 (4) and the 1959 (5) follow-up studies suggested instead that career decisions were largely based on situational and environmental circumstances. For example, the most important factors in determining teaching persistence among women were marriage and children (5).

This present report devotes special attention to the women in the original (1954) group who have taught, left teaching to raise one or more children, and who have subsequently returned to teaching. A comparison of this group with those of the 1954 women who have taught, left teaching to raise a family, and have not returned to teaching, could be of value in identifying factors related to non-persistence, other than those situational factors already identified in the previous surveys.

CHAPTER II

THE CONDUCT OF THE STUDY

Subjects

The subjects of this fourth survey represent a selected sample of the total population of approximately 1,800 student-teachers of the class of 1953-54; complete initial test protocols and biographical data were available for 1,628 of them. Both the first (1955) and the second follow-up survey (1956-57) questionnaires were sent to these 1,628 subjects. To the first survey, 91 percent or 1,476 subjects responded. There were 1,323 responses, an 81 percent return, to the second follow-up study in 1956-57 (4).

The next follow-up was initiated in 1959. Since it was already known that mailing addresses were obsolete for 106 persons, the number of questionnaires mailed in 1959 was 1,522. The number of responses was 1,144-- 70 percent of the original number of 1,628 and 75 percent of the 1,522.

In January 1964 a slightly revised questionnaire was mailed to the 1,522 subjects for whom addresses had been available in 1959. To encourage replies from non-respondents, two additional letters of reminder and copies of the questionnaire were mailed during February.[1] Of the 1,522 questionnaires mailed, only 1,122 were actually delivered. Every effort was made to secure addresses for the other four hundred subjects, but (partly because of the Post Office policy of not forwarding mail for more than three years after change of residence) they were never located. Of the 1,122 subjects who received the 1964 follow-up questionnaire, 75 percent or 840 subjects replied.

Summarizing, the returns received in each of the surveys were as follows:

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[1] The greatest number of returns was received during February 1964. Although additional returns continued to come in during the month that followed, March 23 was chosen as the cut-off date for acceptance of replies.

first follow-up (1955)..... 1,476 replies (91% of 1,628)
second follow-up (1956-57)..... 1,323 replies (81% of 1,628)
third follow-up (1959)..... 1,144 replies (70% of 1,628; 75% of 1,522 delivered)
fourth (present) follow-up (1964)... 840 replies (52% of 1,628; 75% of 1,122 delivered)

Representativeness of the Respondents

Before the results of the present investigation can be meaningfully interpreted, the representativeness of these 840 respondents--52 percent of the original population--needs to be estimated. Were these respondents representative of the original group tested in 1953-54, or did they differ in some important way from that larger group?

Table 1 summarizes the number and percentage of male and female respondents to the 1956-57, 1959 and 1964 questionnaires, according to the municipal college attended. Inspection of the data indicate no differences in the percentage of respondents in 1957, 1959 and 1964, with regard to sex or college attended. The preponderance of female respondents relates directly to the findings.[2]

Table 1
Comparisons of the 840 Current Respondents with the 1,323 Respondents to the 1957 Survey, by Sex and College Attended.

Municipal College	1956-7 Male N (%)	1959 Male N(%)	1964 Male N (%)	1956-7 Female N (%)	1959 Female N (%)	1964 Female N (%)
City	57 (4%)	48 (5%)	30 (3%)	115 (9%)	116(10%)	78 (9%)
Hunter	27 (2%)	18 (2%)	15 (2%)	589 (45%)	505(44%)	387 (46%)
Brooklyn	70 (5%)	52 (4%	38 (5%)	269 (20%)	233(20%)	161 (19%)
Queens	17 (1%)	12 (1%)	9 (1%)	179 (14%)	160(14%)	122 (15%)
Total	171 (12%)	130 (12%)	92 (11%)	1152 (88%)	1014(88%)	748 (89%)

[2] The 1956-57 investigation compared the difference between respondent and non-respondent on the basis of sex and municipal college attended and found no significant differences. The authors concluded that "it was clear that the sample of 1,323 respondents was representative of the student-teacher population of 1,648 persons with respect to sex and college attended" (4).

There seems to be no reason to doubt that the respondents to the 1964 questionnaire adequately represent the population in which the sample originated. These 840 subjects form the basis for the descriptive data on career persistence, from February 1959 to February 1964.[3]

Of these 840 subjects, 659 had responded to all three of the earlier surveys, thus forming a "longitudinal sub-sample" for whom career data are available from the time of graduation to the present. As far as can be determined, the 659 teachers in this "longitudinal sub-sample" do not differ from the other 659 teachers who failed to respond to one or more of the four questionnaires. Table 2 compares these two groups with respect to

Table 2

Comparison of the "Longitudinal" Respondents with the Respondents to the 1957 Questionnaire on the Basis of Level of Undergraduate Training and "Persistence" Category as of 1957.*

	Persistence Categories as of 1957			
Respondents	Now Teaching	Never Taught	Taught, but Left	Total
Longitudinal sub-sample	465	55	139	659
Elem.Level	359	24	101	484
Secondary Level	106	31	38	175
Other respondents to 1957 questionnaire	461	41	157	659
Elem. Level	359	17	126	502
Secondary Level	102	24	31	157

* Note: There was a total of 1,323 responses to the 1957 questionnaire. Of these, 659 responded to each of the later surveys, forming the "longitudinal" group. Of the remaining 664 subjects, 5 could not be categorized leaving, coincidentally, an equal number of 659 subjects.

[3] February 15, 1964 was arbitrarily chosen as the date which best represented the "present" or "current" status of the 1964 respondents.

level of undergraduate training and career persistence status as of January 31, 1957.[4] Inspection of the table reveals that the two groups of respondents do not differ in these respects. Although these data describe the representativeness of the respondents, the question, beyond the scope of this study, of whether the 1953-54 class of student teachers is <u>itself</u> representative of student teachers graduated from the municipal colleges in earlier and later years is unanswered.

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[4] Persistence is the length of time following graduation a teacher-education student spends in teaching. Some leave teaching, some leave and subsequently return. Since most of these decisions are not irrevocable, persistence or non-persistence is largely a function of the time at which the information is obtained (4).

CHAPTER III

RESULTS

CAREER HISTORIES OF RESPONDENTS

The occupational histories of the 840 respondents to the 1964 questionnaire are summarized in Table 3 and Figure 1, for each semester from September, 1958 to the September, 1963 semester. At the time of the 1964 survey, 40 percent of the respondents were employed as either regular teachers, permanent substitutes or day-to-day substitutes. The homemaker category was the largest, accounting for 51 percent of the 840 subjects.

Table 3

Career Histories of the 1964 Respondents
From September 1958 to the Present

		OCCUPATION						
Semester	N %	Teacher*	Student	Homemaker	Non-Teaching Job	Unemployed	Omitted	Total
9/58 to 1/59	N	474	10	312	29	9	6	840
	%	56	1	37	4	1	1	100
2/59 to 6/59	N	447	11	338	29	8	7	840
	%	53	1	40	4	1	1	100
9/59 to 1/60	N	401	8	376	32	16	7	840
	%	47	1	45	4	2	1	100
2/60 to 6/60	N	388	7	389	32	17	7	840
	%	46	1	46	4	2	1	100
9/60 to 1/61	N	364	4	413	35	17	7	840
	%	43	1	49	4	2	1	100
2/61 to 6/61	N	357	3	423	35	14	8	840
	%	43	-	50	4	2	1	100
9/61 to 1/62	N	345	4	433	38	14	6	840
	%	41	1	51	4	2	1	100
2/62 to 6/62	N	346	4	432	38	14	6	840
	%	41	1	51	4	2	1	100
9/62 to 1/63	N	353	1	419	43	16	8	840
	%	42	-	50	5	2	1	100
2/63 to 6/63	N	345	2	426	42	17	8	840
	%	41	-	51	5	2	1	100
Present	N	339	2	424	50	14	11	840
	%	40	-	51	6	2	1	100

* The "Teacher" category includes those employed at all school levels as regular teachers, permanent substitutes, or day-to-day substitutes.

Of the remaining 75 subjects, 50 are employed in non-teaching jobs,[1] 14 are unemployed and 11 did not respond to this question.

Immediately following graduation (February 1955-June 1955), 79 percent of the respondents were employed as teachers; by 1957 the percentage had dropped to 70. At the time of the 1959 survey, there were additional decreases of approximately 20 percent (5) in the teaching category. The percentage of respondents teaching declined from 47 percent in September 1959 to 41 percent by January 1962, since which time it appears to have leveled off. Consistent with the decrease in the teaching category, there has been an increase in the percentage of respondents who give their occupation as homemaker. During the period February through June 1955, 7 percent of the respondents were homemakers; by 1957 the percentage increased to 21 percent. From September 1959 to January 1962 there was a 6 percent increase in the homemaker classification, corresponding exactly to the decrease in teachers during this same period of time.

The percentage of respondents in the teacher, homemaker, and all other categories are presented in Figure 1, page 9, for each semester from September 1954 to the September 1964 semester. Inspection of the Figure and of Table 3 indicates a leveling off in these categories dating from about 1960-61. In the 1959 survey report, it was noted that "virtually all of those leaving teaching are women, ... obviously the primary factor accounting for the steady reduction in the number of teachers" (5). The 1964 results substantiate the trend. However, the fact that the categories have tended to become fairly stable during the past two years may mean that the decline in the percentage of employed teachers has passed its critical stage. Will the next decade see a rise in the percentage of respondents employed as teachers? Has a more extensive plateau been reached, or will there be a downward trend? There is some reason to predict a slight upward rise--at least temporarily and until retirement age--which will be more fully discussed in Chapter IV.

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1 Of the 50 subjects classified in the non-teaching job category, 24 are holding school-related positions--guidance counselor, assistant-to-the Principal, special coordinators, etc. Since many of the positions are promotional or have teaching-experience prerequisites, one would expect the slight increase in this category since graduation.

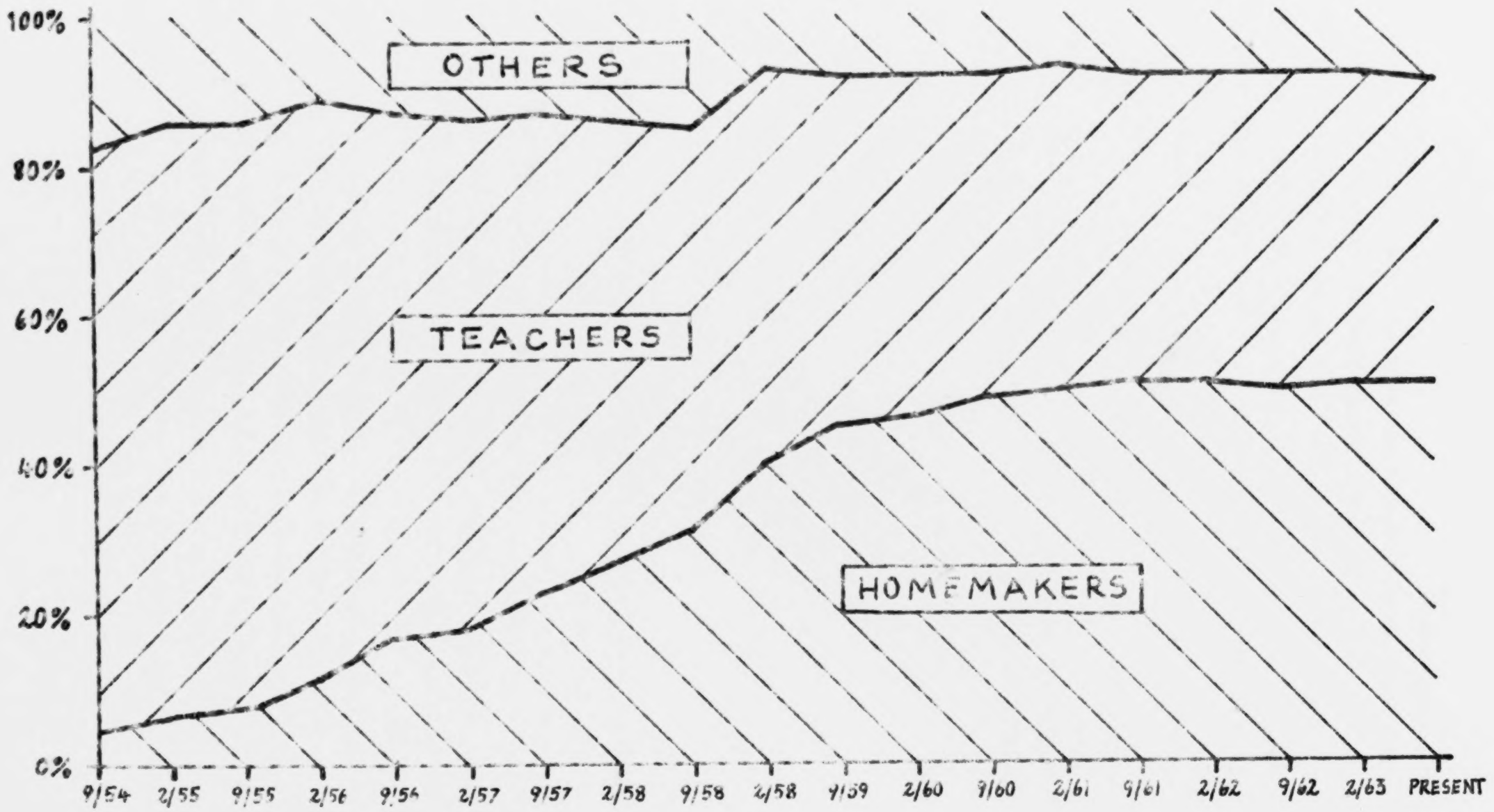

FIGURE 1 - THE PERCENTAGE OF RESPONDENTS INCLUDED IN THE "TEACHER" AND "HOMEMAKER" CATEGORIES FROM SEPTEMBER 1954 TO THE PRESENT.

CHARACTERISTICS OF TEACHING RESPONDENTS

In this section of the results, descriptive data on the careers of 339 teachers (those who responded to the questionnaire as being currently employed as classroom teachers, omitting those in non-teaching jobs) will be presented. When relevant, the results of the 1964 survey will be contrasted with the results of the previous surveys. Several factors that may be related to persistence will be examined in detail.

Teaching Status

At the time of the 1964 survey, 79 percent, or 268, of the employed teachers were employed as regular teachers. The percentages of regular, permanent and day-to-day substitute teachers reported in the 1956-57, 1959 and present 1964 surveys are presented in Table 4. In 1964, 17 percent of the teachers were employed on a day-to-day substitute basis as compared with the 6 percent reported in the 1957 and 1959 surveys.

Table 4

Teaching Status of Respondents at the Time of the 1956 Follow-up, the 1959 Follow-up, and the 1964 Survey

Teaching Status	1956-7 Survey N	%	1959 Survey N	%	1964 Survey N	%
Regular Teacher	619	77	472	81	268	79
Permanent Substitute Teacher	136	17	57	10	13	4
Day-to-Day Substitute Teacher	44	6	34	6	58	17
Omitted	-	-	19	3	-	-
Total	799	100	582	100	339	100

When teachers are employed full-time it is most likely that they will be employed as regular teachers rather than as permanent substitutes. If they seek employment as substitutes, their choice, most likely, will be on a day-to-day basis. If the daily substitutes are married with grown children, this recent sharp increase could be the first step in a trend to returning to the classroom.

Teaching Level

Table 5 summarizes the various school levels on which the 339 presently-teaching respondents are employed. Frequencies and percentages for each semester from September 1958 to September 1963 are presented.

Table 5

Teaching Level of the 1964 Respondents Employed as Teachers During Each Semester from September 1958-September 1964

		TEACHING-LEVEL								
Semester	N / %	Nursery Kindergtn.	Elem. School	J.H.S.	Sr.H.S.	Coll.	Spec. Class	Other	Omitted	Total
9/58 to 1/59	N	31	292	70	53	6	14	5	3	474
	%	7	62	15	11	1	3	1	-	100
2/59 to 6/59	N	28	271	70	50	7	13	5	3	447
	%	6	61	16	11	2	3	1	-	100
9/59 to 1/60	N	26	234	62	50	8	13	6	2	401
	%	7	59	16	12	2	3	1	0	100
2/60 to 6/60	N	24	226	62	48	7	13	5	3	388
	%	6	58	16	13	2	3	1	1	100
9/60 to 1/61	N	20	208	60	47	9	12	6	2	364
	%	6	57	17	13	2	3	1	1	100
2/61 to 6/61	N	21	204	56	46	11	10	7	2	357
	%	6	57	15	13	3	3	2	1	100
9/61 to 1/62	N	18	191	53	47	11	15	8	2	345
	%	5	55	15	14	3	4	3	1	100
2/62 to 6/62	N	23	194	48	46	13	12	8	2	346
	%	7	56	14	13	3	3	3	1	100
9/62 to 1/63	N	23	197	43	43	18	17	8	4	353
	%	7	56	12	12	5	5	2	1	100
2/63 to 6/63	N	21	192	41	44	19	17	9	2	345
	%	6	55	12	13	5	5	3	1	100
Present	N	25	181	42	43	17	19	7	5	339
	%	7	53	12	13	5	6	2	2	100

Currently there are 135 fewer teachers than there were in January 1959. This decrease was not equally distributed over school levels; for the five-year period, 111 elementary school teachers were lost as compared to a loss of 38 junior high and 10 senior high school teachers. This is a decrease

of from 62 percent to 53 percent at the elementary school level, 15 percent to 12 percent at the junior high school level. The situation in the senior high school is different; while there was a loss of ten teachers, the percentage employed at this level increased. Since more than 90 percent of the elementary school teachers are female, the great decrease in this category is predictable. At the higher levels there is a greater percentage of males (5).

The percentage teaching at the nursery and kindergarten level has shown little fluctuation. The number of persons teaching at the college level has almost tripled in number, and increased in percentage from one to six. This change, along with the slight increase in non-teaching jobs (see Table 3) may be encouraging. That is, although this represents a loss in available public school classroom personnel, these teachers are not lost to education.

Figure 2, page 13, graphically portrays the percentage of teaching respondents employed at the elementary, junior high and senior high school level during each semester from September 1958 to the September 1963 semester.

Location of Teaching Position

Another way of characterizing the teacher group is by the location of their teaching positions. Table 6 summarizes the number and percentage of the 339 teachers teaching in New York City schools, in schools in New York State (other than N.Y.C.), and in schools outside New York State. Similar data are presented for the teaching respondents in 1956-57 and 1959. There has been a small decrease in the percentage of respondents located in schools within the city, and the absolute number of N.Y.C. respondents decreased by almost two-thirds since 1957. The number of teachers located in schools outside New York City has decreased by approximately one-half, although the percentage has increased.

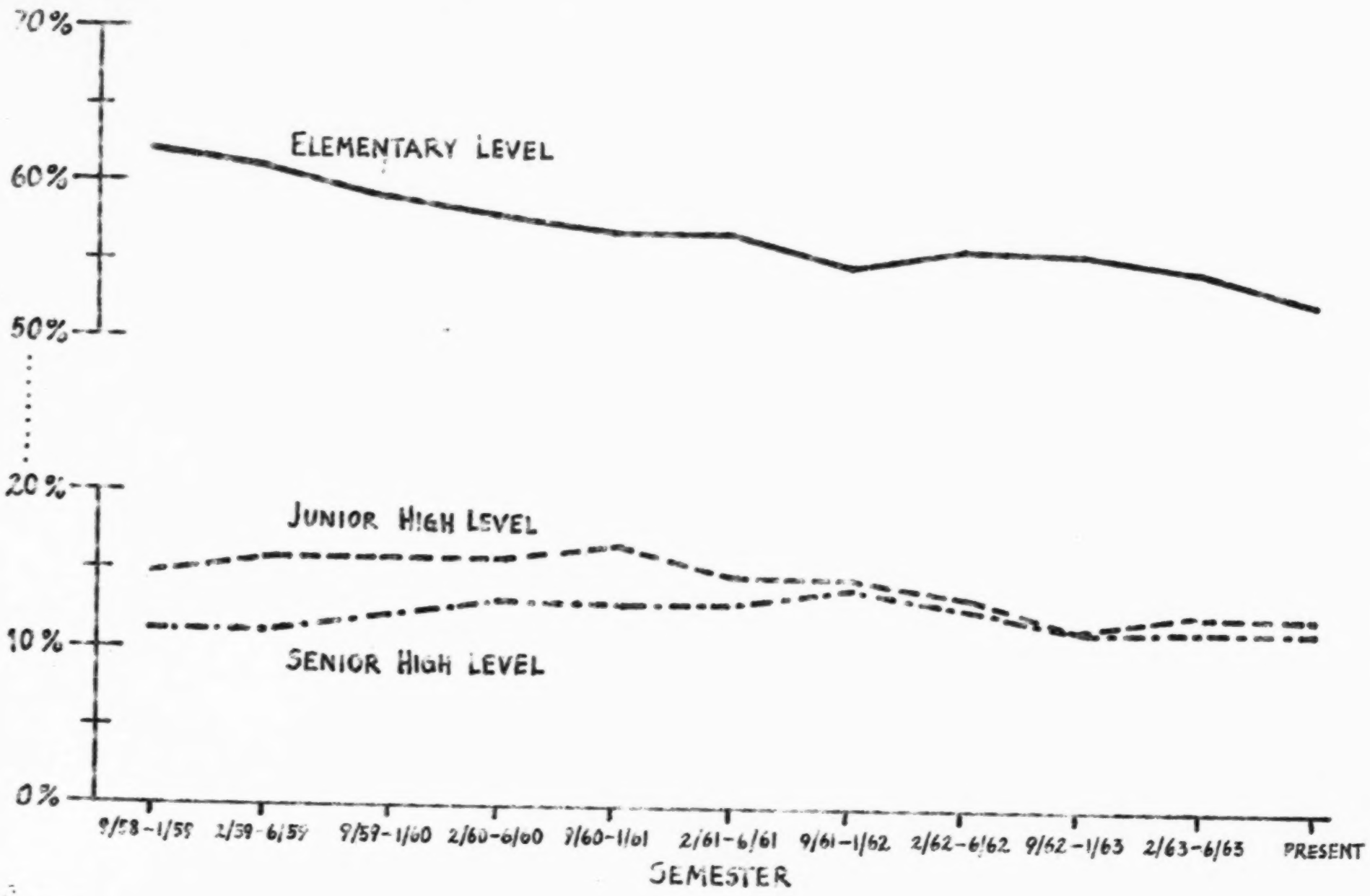

FIGURE 2 - THE PER CENT OF TEACHING RESPONDENTS EMPLOYED AT THE ELEMENTARY LEVEL, THE JUNIOR HIGH LEVEL, AND THE SENIOR HIGH LEVEL DURING EACH SEMESTER FROM SEPTEMBER 1958 TO THE PRESENT.

Table 6

Location of Teaching Positions of Respondents Who Are Now Teaching in 1964 as Compared With the 1959 and 1957 Surveys

Present Teaching Location	1957 Respondents N	%	1959 Respondents N	%	1964 Respondents N	%
New York City	629	68	373	64	212	61
Other New York State	216	23	128	22	92	26
Outside New York State	76	8	56	10	39	11
Not Given	10	1	25	4	7	2
Total	931	100	582	100	350*	100

*Note: This total includes 11 persons who listed a teaching location without specifying other data for inclusion in the previous tables.

FACTORS RELATED TO TEACHER PERSISTENCE

The previous section dealt with selected descriptive characteristics of the 339 currently employed teachers. In this section, several factors--age, sex, marital status, etc. --and their relation to teacher persistence will be examined.

Persistence, defined as the length of time a graduate spends in teaching, is largely conditioned by the point in time at which the information is obtained. There are 659 respondents for whom survey information since 1956-57 is available. These 659 "longitudinal" subjects were classified into four persistence categories: (1) those who have always taught, (2) those who have taught, left teaching, and returned, (3) those who have taught, left teaching, and have not (as yet) returned, and (4) those who have never taught. Categories 1 and 2 are considered the "persisting" categories. Categories 3 and 4 are "non-persisters," although the status of those respondents in category 3 are subject to change.

A description of the respondents included in each of the four categories follows:

1) Always taught - includes those respondents who either entered teaching immediately following graduation, or within one year after graduation, and have remained in the teaching profession. (N = 169)

2) Taught, left, returned-includes those respondents who at one time were employed as teachers, then left teaching for at least one semester, subsequently returned to the profession and are currently teaching. In a few cases, the cycle of leaving and returning occurred twice. (N = 117)
3) Taught, left, not returned-includes those subjects who at one time were employed as teachers, subsequently left teaching, and are not currently teaching. Any persons who taught, left, returned, and left again are included in this category. (N = 338)
4) Never taught - includes those respondents who have never been employed as teachers. (N = 26)
5) Nine respondents could not be classified on the persistence criterion.

The relationships of persistence to various factors are presented in Table 7. These relationships are not final and are subject to change at different periods of time. For example, some of those persons who have not returned to teaching may be expected to do so in the future.

Sex

The Chi-square of 88.28 is significant at the .001 level, indicating that persistence is related to sex.

Table 7

Teacher Persistence as Related to the Sex of the Respondents

Persistence Category	MEN N = 69		WOMEN N = 581		TOTAL N = 650*	
	N	%	N	%	N	%
Always Taught	49	71	122	21	171	26
Taught, Left Returned	13	19	105	18	118	18
Taught Left Not Returned	6	9	331	57	337	52
Never Taught	1	1	23	4	24	4

Note: Data based on items 5, 6, 7 of the questionnaire

* 9 Women could not be categorized on persistence dimension.

Although 99 percent of the men and at least 96-97 percent of the women have taught at some time, men are more likely to have remained in the profession. Seventy-one percent of the males have been teaching since graduation; only 21 percent of the women have always taught. Even when the "taught, left, and returned" category is combined with the "always taught" category, the sex difference is striking--90 percent of the men persist in teaching as compared with 39 percent of the women.

In the 1956-57 survey, the percentage of men and women in the "now teaching" (equivalent to "always taught and taught, left, returned" categories) category was equal (4). Five years after graduation, 78 percent of the men were still teaching as compared with 47 percent of the women (5). The differences noted in Table 7 are a clear indication that although female teachers are still leaving the profession, the rate of leaving has substantially decreased.

The actual number of years of teaching experience for the male and female respondents is indicated in Table 8. Although over 95 percent of both men and women have had at least some teaching experience, 88 percent of the men and

Table 8

Number of Years of Teaching Experience of the 659 Respondents

Years of Teaching Experience	Sex of Respondents				Total	
	Men		Women			
	N	%	N	%	N	%
Never Taught	1	1	20	3	21	3
One Year or Less	3	5	36	6	39	6
1-1/2 - 2 years	1	1	58	10	59	9
2-1/2 - 3 years	2	3	57	10	59	9
3-1/2 - 4 years	1	1	71	12	72	11
4-1/2 - 5 years	1	1	67	12	68	11
5-1/2 - 6 years	3	5	70	10	63	10
6-1/2 - 7 years	4	6	31	5	35	5
7-1/2 - 8 years	18	26	43	7	61	9
8-1/2 - 9 years	9	13	46	8	55	8
9-1/2 - 10 years	26	38	101	17	127	19
Total	69	100	590	100	659	100

Note: Data based on responses to item 1 of the questionnaire.

47 percent of the women have taught for more than 5 years since graduation. The cumulative percentages for men and women are depicted in Figure 3, Page 18.

Age

Data on the age of the 659 respondents and its relationship to persistence are summarized in Table 9. A distinct relationship is evident: the Chi-square of 72.92 is significant at the .001 level, and the coefficient of contingency is equal to 0.32. The older the respondent, the more likely is he to have persisted in teaching. Thus, 75 percent of the subjects 37 years old and older, have taught and are presently teaching, as compared with 55 percent of those between the ages of 33 and 36. In the youngest group, 29 to 32 years old, 38 percent of the respondents have taught and are teaching at the present time.

Table 9

Teacher Persistence as Related to the Age of the Respondents at the Time of the 1964 Survey

	YEARS							
	29 - 32		33 - 36		37 & Over		Total	
	N = 485		N = 93		N = 71		N = 649*	
Persistence Category	N	%	N	%	N	%	N	%
Always Taught	92	19	35	38	44	62	171	26
Taught, Left, Returned	92	19	16	17	9	13	117	18
Taught, Left, Not Returned	281	58	38	41	17	24	336	52
Never Taught	20	4	4	4	1	1	25	4

* 10 respondents could not be categorized.

The older the teacher, the more likely it is that he has always taught. The most interesting differences related to age appear between those teachers who have left the profession, and returned, and those who have left and not returned. There is only a 6 percent difference between the oldest and youngest subjects having returned to teaching. For the group who have taught,

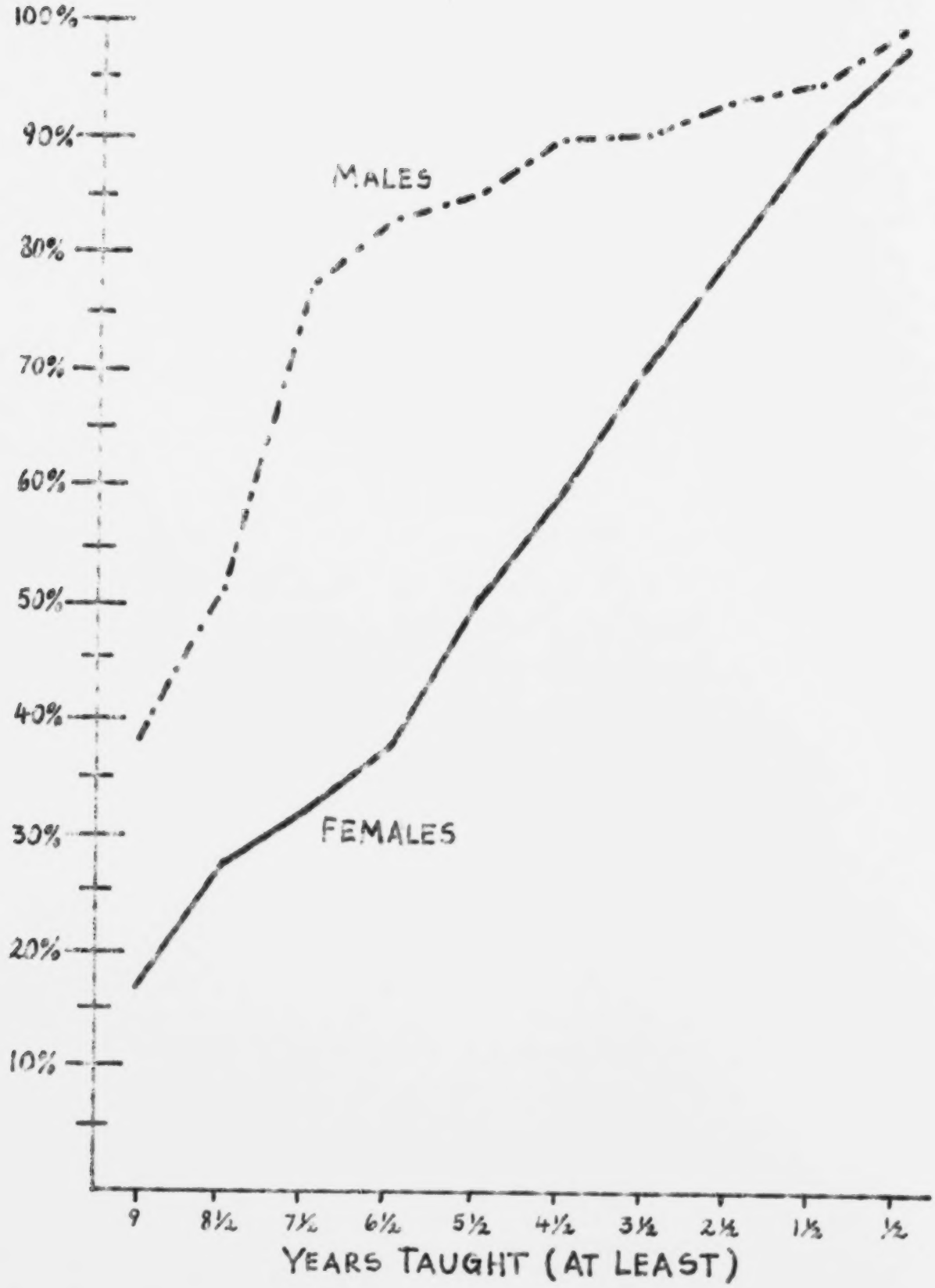

FIGURE 3 - THE NUMBER OF YEARS OF TEACHING EXPERIENCE OF THE RESPONDENTS IN TERMS OF CUMULATIVE PER CENTS OF MALES AND FEMALES.

left, and not (yet) returned, there are large percentage differences for each age group; almost 60 percent of the younger subjects have not returned as compared with 24 percent of the oldest subjects. Some factor other than age of respondents, but related to their age, appears to be determinant in influencing their return to the profession.

Marital and Family Status

In the 1959 survey it was found that the factor most closely related to non-persistence of female teachers was the presence of pre-school age children. That is, the difference between those women who persist as teachers and those who do not does not stem from marriage alone, nor simply from the fact that they have children. Rather, these women leave teaching and remain away from teaching while their children are small and need their care.

Tables 10 and 11 summarize, by persistence classification, the marital and family status of the male and female respondents respectively.

Table 10

Persistence of Males as Related to Their Present Marital and Family Status

	MARRIED							
	Unmarried		Without Children		With Children		Total	
	N = 17		N = 37		N = 15		N = 69	
Persistence Category	N	%	N	%	N	%	N	%
Always Taught	12	70	27	73	10	70	49	71
Taught, Left, Returned	3	18	7	20	3	19	13	19
Taught, Left, Not Returned	1	6	3	7	2	11	6	9
Never Taught	1	6	-	-	-	-	1	1

Of the 69 "longitudinal" male respondents, 75 percent are married; of these, 15 men have children and 37 do not have children. There is no significant relationship between marital and family status on the one hand and persistence in teaching on the other. (Chi-square = 2.63, not significant. The coefficient of contingency is 0.19) Approximately 90 percent of

the men are persisters, either always having taught or having taught, left and returned to teaching. This percentage is slightly greater than that found in 1959, but the trends are similar (5). There is one contradiction between the 1959 and 1964 findings: in the earlier survey, married men were more often classified as having "never taught" than their single counterparts. In the present survey, 6 percent of the unmarried men have never taught while none of the married men fall into this category. Perhaps for males, marriage effects a return to teaching.

In Table 11 the relationship of persistence to marital and family status is presented for the 590 female respondents. Of the 581 women for whom status could be determined, 89 percent are married, and 81 percent have children. The relationship between marital and family status and

Table 11

Persistence of Women as Related to Their Present Marital and Family Status

	Unmarried		MARRIED: No Children		MARRIED: With Children, Age 5 & Under		MARRIED: With Children, None 5 or Under		Total	
	N = 63		N = 45		N = 390		N = 83		N = 581*	
Persistence Category	N	%	N	%	N	%	N	%	N	%
Always Taught	52	83	32	71	8	2	31	37	123	21
Taught, Left, Returned	3	5	5	11	74	19	21	25	103	18
Taught, Left, Not Returned	8	12	5	11	292	75	27	33	332	57
Never Taught	-	-	3	7	16	4	4	5	23	4

* The status of 9 women could not be determined.

persistence is significant at the .001 level of confidence. (Chi-square is 330.37 and C = 0.60.) Among the female respondents, those groups most likely to persist as teachers are the single women and the married women without children.

Of the 390 married women with children aged 5 or under, 75 percent have been employed as teachers at one time during the past ten years, have left teaching and have not as yet returned. Of the same group of 390 women, only 19 percent have returned to teaching after leaving, and 2 percent of the group have taught continuously since graduation. When this group is

compared with the married women whose children are of school age or older, there are substantial differences, especially in the categories "always taught," and "taught, left, not returned." Women with no pre-school age children are (a) much more likely to have remained in teaching (37%), and (b) more likely to return to teaching if they have left (25%).

At the time of the 1959 survey, 96 percent of the female respondents with children of school age or older were teaching, whereas only 62 percent of the same group are teaching at the present time. This discrepancy may be due in part to the composition of the 1959 and 1964 groups; the 1959 group of married women with children over school age was, with few exceptions, composed of older women whose children had been in school for some time. The 1964 group includes a majority of younger women whose children have only recently reached school age. In 1959, 19 percent of the female respondents were single as compared with 11 percent in 1964. In 1959, 22 percent of the married female subjects had no children; in 1964 less than 8 percent were childless. There was an increase in the percentage of women with young children, from 54 percent in 1959 to 67 percent in 1964. It may be expected that some of the trained teachers who have not yet returned to teaching may gradually do so when or after their children reach school age. Since this group accounts for 75 percent of the 390 married-with-a-child respondents, they represent a crucial source of future potential teachers.

Spouse's Income

The optional item on the survey questionnaire, "what is your spouse's approximate annual income?" was left unanswered by 94 (19 percent) of the female respondents. The remaining subjects, classified on spouse's income, were compared on the factor of persistence. These comparisons are summarized in Table 12. There is a tendency for the percentage "always teaching" to decrease as spouses' income increases. Inspection of the table indicates that a woman whose husband's annual income was $10,000 or less was more likely to persist (always taught and returned to teaching) than was one whose husband was earning more than $10,000. A Chi-square analysis indicates that economic factors contribute to the likelihood of female persistence in teaching, with $10,000 being the cut-off point. The Chi-square of 33.02 is significant at the .001 confidence level. (C = 0.27.)

Table 12

Persistence of Females as Related to Their Spouses' Present Annual Income

Persistence Category	Below $6,000 N = 18 N	%	$6,000 to $10,000 N = 172 N	%	$10,000 to $14,000 N = 139 N	%	Above $14,000 N = 80 N	%	Not Given N = 94 N	%	Total N = 503 * N	%
Always Taught	4	22	33	19	6	4	2	3	16	17	61	12
Taught,Left,Returned	3	17	43	25	26	19	11	14	15	16	98	19
Taught,Left,Not Returned	11	61	89	52	100	72	62	77	59	63	321	64
Never Taught	-	-	7	4	7	5	5	6	4	4	23	5

* Total of 590 females. Of these, 9 can't be classified on persistence, and 63 are unmarried, bringing the total to 518. For 15 females, income could not be determined.

Grade Level of Preparation

In Table 13 the relationship between the persistence of the respondents and their original level of teacher education preparation is presented. The Chi-square of 18.11 is significant at the .001 level of confidence, indicating that there is more likelihood that those who prepare for secondary level teaching will persist as teachers. (The coefficient of contingency is low, C = 0.16.)

Table 13

Teacher Persistence as Related to the Grade Level of Teacher Education Preparation

Persistence Category	Area of Preparation: Elementary N = 496 N	%	Secondary N = 153 N	%	Total N = 649 * N	%
Always Taught	114	23	57	37	171	26
Taught, Left, Returned	94	19	23	15	117	18
Taught, Left, Not Returned	273	55	63	41	336	52
Never Taught	15	3	10	7	25	4

* 10 respondents could not be categorized (9 females on persistence + 1 other subject on preparation level).

A breakdown by sex and level is not available; however, it should be noted that of the total 659 subjects for whom longitudinal data are available, only 69 respondents are male. In addition, results from the 1959 survey (5) indicated that men tend to prepare for secondary school positions whereas women tended to prepare for positions on the elementary school level.

Those respondents prepared for teaching at the secondary level exhibited greater persistence in teaching than those prepared for the elementary school level. They are also more likely to have always taught. However, the subjects prepared for secondary level school teaching are more than twice as likely as the elementary-prepared subjects never to have taught at all.

The differences noted above should be interpreted cautiously; the data are limited, and the factor of sex not controlled.

Satisfaction with Teaching

Table 14 summarizes the responses of the subjects, by persistence, to the question of degree of satisfaction with teaching experiences. Only those respondents who actually taught during the ten years since graduation and who indicated their satisfaction were used in the analysis. Over 90 percent of the subjects indicated at least a fair degree of satisfaction with their teaching experiences. Of the small number who did not find teaching satisfying at all, 89 percent have left and have not returned to the profession. A Chi-square was computed for degree of expressed satisfaction

Table 14

Teacher Persistence of Respondents Related to Their Satisfaction with Teaching

	Degree of Satisfaction											
	Very Satisfying		Fairly Satisfying		Only Slightly Satisfying		Not Satisfy-ing at All		Not Indicated		Total*	
	N = 383		N = 181		N = 34		N = 9		N = 11		N = 618	
Persistence Category	N	%	N	%	N	%	N	%	N	%	N	%
Always Taught	115	30	47	26	4	12	1	11	5	45	172	28
Taught,Left,Returned	80	21	27	15	9	26	-	-	1	10	117	19
Taught,Left,Not Returned	188	49	107	59	21	62	8	89	5	45	329	53

* 24(23?) subjects never taught and are excluded. 8-9 subjects could not be classified on persistence dimension.

with teaching and persistence. The Chi-square of 14.28 was found to be significant at the .05 level. As indicated satisfaction decreases, the percentage leaving teaching not to return (as yet), increases. Consistently, as satisfaction decreases there is a decreasing percentage in the "always taught" classification. Of those respondents who have taught, left, and returned, 21 percent found their experiences very satisfying, 15 percent fairly satisfying and 26 percent found "only slight" satisfaction with teaching.

FUTURE TEACHING PLANS

The final section of the results seeks to investigate the stated intentions of the subjects concerning their future teaching plans, and to identify those factors or sets of factors which may be related to these plans.

The analysis of future teaching plans is based on the responses to the 1964 questionnaire of the total group of 840 respondents. The intentions of a group of subjects teaching at the present time are examined and compared with the stated plans of those subjects not currently employed as teachers.

Teaching Respondents

Of the total number of respondents, 339 were presently employed as classroom teachers. Table 15 summarizes by sex, the future teaching plans of these teachers. Seventy-five percent of the total group of teachers plan to teach "indefinitely,"[2] 20 percent are undecided and 5 percent stated "a few years at most."

Table 15

The Future Teaching Plans of the Present Teachers as Related to Sex

Teaching Plans	Male		Female		Total	
	N	%	N	%	N	%
Indefinitely	65	88	187	72	252	75
A Few More Years at Most	1	1	16	6	17	5
Undecided	8	11	58	22	66	20
Total	74	100	261	100	335*	100

* 3 subjects could not be classified in teaching plans.

[2] "Indefinitely" is equivalent to the open-ended responses on the 1959 questionnaire, "until retirement," "forever," for "40 years," etc.

At the time of the 1959 survey, 45 percent of the teaching respondents planned to teach indefinitely. During the five-year interval between follow-ups, there was a 30 percent gain in this category. Examination of the data by sex provides some explanation. Eighty-eight percent of the males and 72 percent of the female respondents in 1964 indicated that they plan to teach indefinitely. In 1959, fewer than 40 percent of the women planned to continue teaching until retirement (approximately 80 percent of the men intended to continue teaching). It is likely that the gain of 30 percent may be attributed to the change in the plans of females. In addition, in the previous survey, 20 percent of the women were classified as "undecided" as compared with 6 percent in 1964. Thus the passage of time and/or factors unrelated directly to the profession may be hypothesized as influencing their plans.

The relationship between future teaching plans and factors such as marital and family status, spouse's income, number of graduate credits earned, present teaching salary and preparation level, was examined. Since none of these factors exhibited a significant relationship with future teaching plans, they will not be presented in detail.

However, in 1959 it was found that marital and family status and age, were highly related to the future teaching plans of females. Fifty-two percent of the unmarried women and 62 percent of the married women with children over school age planned to teach indefinitely, as compared with fewer than 20 percent of married women with no children. In addition, the older the female subject, the more likely she was to state that she planned to teach indefinitely. Perhaps it would be desirable to reexamine the current data, controlling for sex, age, and marital status.

Table 16 shows the expressed degree of satisfaction with teaching compared with future teaching plans. In general, the teachers who have been better satisfied with teaching are more likely to plan to teach indefinitely.

Table 16

Future Teaching Plans of Teaching Respondents as Related to Their Satisfaction with Teaching

	Degree of Satisfaction									
	Very Satisfying N = 217		Fairly Satisfying N = 96		Only Slightly Satisfying N = 16		Not Satisfying at All N = 2		Total N = 331 *	
Teaching Plans	N	%	N	%	N	%	N	%	N	%
Indefinitely	180	83	64	67	7	44	-	-	251	76
A Few More Years At Most	13	6	4	4	-	-	-	-	17	5
Undecided	24	11	28	29	9	56	2	100	63	19

* 8 respondents cannot be classified. They did not respond to this questionnaire item.

Respondents Who Were Not Teaching

The respondents who were not teaching at the time the 1964 survey was conducted were asked if they intended to return to teaching. Table 17 summarizes the percentage of males and females planning to return, not planning to return, and "undecided." More than 60 percent of the total non-teaching respondents stated that they did intend to return to teaching in the future; 13 percent of the males and 64 percent of the females plan to return. Although men are more likely to have entered the profession

Table 17

Teaching Plans of Non-Teachers as Related to the Sex of the Non-Teachers

	Male N = 15		Female N = 478		Total N = 493*	
Teaching Plans	N	%	N	%	N	%
Plan to Return	2	13	304	64	306	62
Do Not Plan to Return	9	60	32	7	41	8
Undecided	4	27	142	29	146	30

* 48 subjects didn't answer questionnaire item 6.

soon after graduation, and are more likely to persist as teachers once they have started teaching, they are not likely to return to teaching if they have

ever left. The female respondent, on the other hand, although more likely not to have taught, is more likely to return to teaching once she has taught. It is apparent that if men leave teaching they probably enter another profession or accept a position in another field, but women leave teaching for domestic and family responsibility. Thus any potential future supply of experienced former teachers will largely come from the female group.

The relationship between future teaching plans of the non-teachers and factors of marital status and spouse's income were found to be negligible and are not included in these results.

To what extent do stated intentions to return or not to return to teaching correspond to the actual behavior of the respondents? Of the subjects who in 1957 were not employed as teachers, 143 replied to the 1964 questionnaire. Of these 143 subjects it was possible to classify 113 of them as to current (1964) status with regard to teaching. In this sample it is possible to compare stated intention with actual behavior seven years later. This analysis is presented in Table 18.

Table 18

Comparison of Non-Teachers' 1957 Intentions to Return to Teaching With Their Actual Employment in 1964

	1957 INTENTIONS							
Teaching Status as of 1964	Plan to Teach		Do Not Plan to Teach		Undecided		Total	
	N	%	N	%	N	%	N	%
Teaching in 1964	19	33	1	9	6	14	26	23
Not Teaching in 1964	39	67	10	91	38	86	87	77
Total	58	100	11	100	44	100	113	100

Those respondents who stated that they planned to teach in the future are more likely to be currently employed as teachers than those who did not plan to return to teaching. However, and perhaps more important, two-thirds of the respondents who stated that they planned to return to teaching had

not yet done so seven years later. This percentage is more encouraging when comparisons are made with the 91 percent not planning to and not returning to teaching, and with the 86 percent originally "undecided" who are not teaching in 1964.

It would seem that the seven-year interval was an adequate measuring period, if most of the respondents were raising children of pre-school age. More data about the composition of this particular sample is needed before definitive conclusions can be drawn. It is reasonable to conclude that the percentage already having returned represents a minimum estimate with more females returning as time increases. This percentage of returnees may offset the percentage of females leaving "teaching" for "homemaking" at this time, and it is probable that it will increase in the future.

CHAPTER IV

DISCUSSION AND CONCLUSION

This 1964 survey, the fourth follow-up study, was designed to examine the careers of the 1953-54 student teachers of the municipal colleges, and to investigate the relationship of several factors to persistence in teaching. The purpose of the investigation was to provide some basic facts concerning teacher persistence which might be useful in plans to meet the growing demand for teachers.

In interpreting the findings it is important to take note of some of the limitations of the survey. The current study was based on data collected on one class of student teachers graduated from the four New York City municipal colleges. Although there is no reason to believe that these graduates differ significantly from municipal college graduates of other years, we must acknowledge the possibility that factors of which we are unaware may have been operative. The degree to which the results may be generalized to graduates from other colleges and universities is uncertain.

Identifying non-respondents is a source of concern in all survey studies; although some of the evidence indicated that there was no difference between respondents and non-respondents on certain selected factors, the possibility exists that the groups differ on other factors and that the findings might be significantly altered if replies to the questionnaire were received from the entire population.

The results of all the four surveys are similar. The overwhelming majority of student teachers are females who are prepared for teaching at the elementary school level as compared with the small number of males, who tend to prepare for secondary school teaching. Males are more likely to be persistent teachers, provided they enter the profession soon after graduation. It is quite clear that virtually all those leaving teaching are women, and that they leave because of marital and maternal obligations.

The difference between the group that returns to teaching and the group who at the time of the survey have not yet returned, seems largely due to the presence of children of pre-school age. Another contributing factor to persistence is the annual income of the spouse.

The trends are directly related to sex differences. For example, a consistent finding is that the older respondents tend to be more persistent; with increasing age there is a decrease in the marriage probability for females.

In order to meet the problem of attracting more persistent teachers what measures can be taken? It is apparent that active recruiting of males to engage in teaching, with particular attention to teaching at the elementary levels should be encouraged. It also appears that recruitment procedures should focus on the older group of students, those who are at least 27 years old at the time of graduation, who tend to be the more persistent teachers.

However, the largest number of people trained for teaching are young women who tend to leave the profession. In terms of present and future needs for trained teachers, whatever can be done to encourage these women to return to the classroom will help improve the present supply and demand situation. Firstly, it must be expected that about 80 percent of those trained women who actually have taught will leave the profession at least once for the reason of maternity. Secondly, while it is most likely that they will stay away from the classroom until their children reach school age, this period of time may be reduced. Rabinowitz and Crawford (5) suggested the following measures designed to shorten this period of non-employment: (1) the establishment of tuition-free nursery schools close to the schools in which the returnees are to be employed; and (2) permission for teachers to teach on a part-time basis. Support for the advisability of the second suggestion comes from the sharp increase in percentage of day-to-day substitutes noted earlier.

Finally, more effort may be desirable to attract back to the classroom those women with grown children who state that they intend to return to teaching and whose teaching experiences have been fairly satisfying, but who have not yet returned to the profession.

In conclusion:

1. There has been a decrease in the total number of 1954 teacher education graduates employed as teachers from 1953-54 to 1964.
   a. There has been a small increase in the number of persons in school-related but non-classroom teaching positions.
   b. While the percentage of teachers holding regular licenses has tended to remain fairly constant since 1956-57, there has been a decrease in the number and percentage of permanent substitutes. The number and percentage of day-to-day substitute teachers has increased from 1956-57 to 1964.
   c. Seventy-five percent of the present teachers state that they plan to teach until retirement. This represents a large increase in the percentage of respondents intending to remain in the profession. This is largely attributable to the females, who, as time increases, become more certain of their future plans.
   d. Another potential source of teacher supply may be those females currently not employed as teachers. Sixty-four percent of these trained teachers state that they plan to return to teaching. There is some evidence to indicate that approximately one-third of these may actually return.
2. The largest percent decrease was among elementary school teachers. The senior high school, college, and special class teacher categories have increased.
3. A smaller percentage of teachers are currently teaching in New York City than in 1959 and 1956-57. A larger percent are now teaching within the state than was noted in 1956.
4. Persistence in teaching was found to be significantly related to several factors:
   a. Sex: Men are more persistent as teachers than women.
   b. Age: The older the subject at the time of graduation from college, the more persistent he will tend to be.
   c. Marital Status: For women, persistence is related to marital and family status. The most persistent women are the unmarried ones,

followed by the married ones without children. Marriage or family responsibilities are not factors in the persistent teaching history of male subjects.

d. Income: The income of the spouse is important in persistence. Women whose husbands earn more than $10,000 are not likely to persist in teaching. There is a tendency for women whose husbands earn less than $10,000 to remain in teaching.

e. Level of Preparation: There is a tendency for persons trained to teach at the secondary level to persist in the profession, but this is intertwined with the sex variable.

f. Degree of Satisfaction with Teaching: There is a tendency for persons more satisfied with their teaching experiences to persist in teaching.

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